DOCUMENT RESUME

ED 122 450 EA 008 247

AUTHOR	Finnegan, Harry
TITLE	Discipline Study.
INSTITUTION	Spokane School District 81, Wash.
PUB DATE	30 Apr 76
NOTE	57p.
EDRS PRICE	MF-$0.83 HC-$3.50 Plus Postage.
DESCRIPTORS	*Administrator Attitudes; Counselor Attitudes; *Discipline; Elementary Secondary Education; Parent Attitudes; Public Opinion; *Student Attitudes; Student Behavior; *Surveys; *Teacher Attitudes
IDENTIFIERS	*Washington (Spokane)

ABSTRACT

A questionnaire was used to help define student discipline, categorize and rank the concerns of different groups regarding student discipline, and provide examples of issues. The questionnaire asked citizens, parents, students, teachers, counselors, and principals to list the most important, second most important, and third most important problems regarding discipline and to provide examples of each problem. The results of the survey are presented by educational level--elementary, junior high, and senior high. Two charts are provided with each set of results. One chart ranks the top eight concerns of each group, the other displays the frequency with which the major categories were cited by the five groups surveyed. The sixteen categories the responses fell into are attendance; class size; discipline (control and supervision); discrimination; external influence; lack of parental guidance; lack of respect; miscellaneous; parent-teacher cooperation; physical abuse; rights and responsibilities (legal); smoking, drugs, and alcohol; staff behavior; student attitude; too much freedom; and vandalism and theft. (Author/IRT)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED122450

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

BOARD OF DIRECTORS
SPOKANE SCHOOL DISTRICT NO. 81

R. E. Jorgensen, President
Judith A. Alexander, Vice President
Judy Conklin Pilder
Michael E. Ormsby
John R. Warn

Dr. Walter A. Hitchcock, Superintendent

DISCIPLINE STUDY

Harry Finnegan

EA 008 247

Program Development Division

April 30, 1976

TABLE OF CONTENTS

INTRODUCTION 1

SUMMARY OF FINDINGS

Elementary School 4
Junior High School 7
Senior High School 10

APPENDIX A

Responses Regarding Major Discipline Problems - Elementary 14

APPENDIX B

Summary of Examples - Elementary 19

APPENDIX C

Responses Regarding Major Discipline Problems - Jr. High 24

APPENDIX D

Summary of Examples - Junior High 29

APPENDIX E

Responses Regarding Major Discipline Problems - Sr. High 35

APPENDIX F

Summary of Examples - Senior High 40

APPENDIX G

Total Number of Responses 47

SPOKANE SCHOOL DISTRICT NO. 81
DISCIPLINE STUDY

The phrase "Student Discipline" has been used for a multitude of different applications. Each person and/or group of individuals, be they teachers, counselors, students, parents, or administrators, has a different perspective on the issue and in all likelihood has different concerns regarding student discipline.

The problem was to:

1. Define the phrase "Student Discipline" as various groups reviewed the problem.

2. Categorize and rank the various concerns of the different groups regarding subheadings within the realm of student discipline.

3. Clarify through examples what each issue was.

In order to find answers to the problems listed above, an open-ended three-card questionnaire was prepared. The three cards asked the questions: What is the most important, the second most important, and the third most important problem you know regarding student discipline in the schools, respectively. Each card also asked for a specific example of the problem.

The cards were then submitted to the following groups who were believed to be most directly involved with student discipline for their responses:

1. A random sample of citizens and parents from the elementary, junior high, and senior high schools.

2. A random sample of students from the fifth, eighth, and eleventh grade social studies classrooms.

3. All teachers in the School District.

4. All counselors in the School District.

5. Administrators in the School District.

Of the 11,202 cards distributed, 9,306 cards were returned. This amounts to an 83% return which is considered excellent from a statistical point of view. Chart 1 presents the number of cards distributed, the number returned, and the percentage of responses for each group surveyed.

CHART 1
DISCIPLINE STUDY RESPONSES*

Grouped Surveyed	Distributed	Returned	%
Citizens	3,921	2,703	69
Students	2,721	2,661	98
Teachers	3,969	3,453	87
Counselors	270	222	82
Principals	210	207	98

*See Appendix G for various groups surveyed.

Once the responses were returned, fifteen teachers and counselors who were recommended by principals read each response, established major categories, and tallied the responses from each of the five groups surveyed. The committee established sixteen categories that responses appeared to fall under. They are listed below in alphabetical order.

1. Attendance
2. Class Size
3. Discipline (Control and Supervision)
4. Discrimination
5. External Influence
6. Lack of Parental Guidance
7. Lack of Respect
8. Miscellaneous
9. Parent-Teacher Cooperation
10. Physical Abuse
11. Rights and Responsibility (Legal)
12. Smoking, Drugs, and Alcohol
13. Staff Behavior
14. Student Attitude
15. Too Much Freedom
16. Vandalism and Theft

The totals were then weighted (3 for first priority, 2 for second priority, 1 for third priority). These values were totaled to give a weighted value for each category. These categories were then placed in rank order.

Of the sixteen major discipline categories established, those that fell below the priority ranking of eighth, according to participants' responses, were deleted from the summary report of finding. Listing of total responses are found in Appendex A, C, and E.

The specific examples that respondents listed under the major student discipline problems were also tallied. This would give a frequency count regarding what respondents were referring to when they listed major student discipline concerns. This then will further clarify the major disciplinary issues.

In many cases, the respondents did not list examples of major problems. In many instances, the example was inherent in their statements regarding the most important student discipline problems. The examples given often had a tendency to overlap into one or more of the sixteen major student discipline categories.

The examples help focus more directly on the behavior that seems to create student discipline problems. They should be of great value in helping to determine actions needed to alleviate or overcome the problems. The frequence of examples are listed in Appencix B, D, and F.

It should be noted that this study is concerned with problems which exist within the educational endeavors of our community. It would be an error to assume that because this total report is concerned with problems that there is nothing good occurring in the District. In fact, the great majority of what occurs fits the "good" category. The intent of this report is to more clearly delineate the problems so that a good situation can be made better through alleviating problems.

The following summary of findings is divided into three parts:

1. Responses from the elementary level.

2. Responses from the junior high school level.

3. Responses from the senior high school level.

ELEMENTARY SCHOOL LEVEL
Summary of Findings from the Discipline Survey

Of the 4,542 survey cards distributed to the elementary schools, 3,888 cards were returned. This represents an 86% return. Citizens, students, teachers, counselors, and administrators were surveyed.

The responses regarding the most important student discipline issues were categorized and given a weighted value for first, second, and third priorities. Each category was then totaled and given a weighted value. Utilizing the weighted values a rank order was established for the sixteen major student discipline categories. (See Appendix A for data and rankings.)

Chart 1 of this section presents the eight major discipline issues that appear to be the most important discipline problems according to each of the five groups surveyed. Each column presents the student discipline problems in rank order. Number one indicates the most important student discipline problem as established by that particular group while number eight indicates an important problem but number eight in order of their priorities. The weighted value appears in parenthesis in each of the boxes listing a major discipline problem.

It should be noted that the weighted values assigned to each category drop sharply in the fifth, sixth, seventh, and eighth ranked priorities. Lack of respect, and discipline-control and supervision are ranked high by all elementary groups with the exception of students. The students ranked attitude and physical abuse as top discipline problems.

CHART 1

ELEMENTARY SCHOOL LEVEL

Ranking by Weighted Value of Discipline Problems

Submitted by Responding Groups

Rank Order	Adminstration	Counselors	Teachers	Students	Citizens
1	Lack respect (60**)	D - C - S* (60)	Lack respect (1,180)	Students Attitude (329)	D - C - S* (308)
2	Lack parental control (30)	Lack respect (57)	D - C - S* (781)	Physical abuse (294)	Lack respect (270)
3	P - T coop. (26)	P - T coop. (22)	Student attitude (507)	Lack respect (275)	Staff behavior (214)
4	Rights & Respon-sibility (23)	Staff behavior (16)	Lack parental (408)	Vandalism/theft (212)	Other (123)
5	D - C - S* (17)	Physical abuse (15)	P - T coop. (175)	Other (191)	Student attitude (122)
6	Student attitude (17)	Student attitude (12)	Rights & Respon-sibility (166)	D - C - S* (129)	Vandalism/theft (109)
7	Vandalism/theft (8)	Vandalism/theft (5)	Staff behavior (151)	Staff behavior (99)	Physical abuse (107)
8	Attendance (7)	Class size (4)	Vandalism/theft (109)	Smoking (74)	P - T coop. (94)

* Discipline-Control and Supervision
**Weighted Value

Another way of viewing the important phases of the student discipline problems listed in Chart 1 is to look at the frequency with which the eight highest categories appear among the five groups surveyed. Chart 2 presents the frequency with which the eight categories appear.

CHART 2

ELEMENTARY SCHOOL LEVEL

Agreement Among Respondent Groups

Of Eight Most Common Discipline Categories

Category	Number of Responding Groups Which Included
1. Lack of Respect	5
2. Discipline-Control and Supervision	5
3. Student Attitude	5
4. Vandalism & Theft	5
5. Parent-Teacher Cooperation	4
6. Staff Behavior	4
7. Physical Abuse	3
8. Lack of Parental Guidance	2
9. Rights & Responsibilities	2
10. Other	2
11. Attendance	1
12. Class Size	1
13. Smoking, Drugs, Alcohol	1

EXAMPLES

Often when respondents are requested to state priorities in verbal terms, the statements are written in very broad terms. In order to help clarify the meaning of major concerns, respondents were requested to give a specific example of each of the three major discipline problems they were asked to identify. These examples were read, listed, and tallied.

An anlysis of these statements will help to clarify the major student discipline issues and in turn will help to provide additional directions for the solution to these problems.

Because of the great variety of responses and the variety of examples given, readers will note that the examples overlap many of the sixteen major categories. (See Appendix B for the complete tally of responses.)

The following statements summarize the examples expressed by elementary school respondents.

1. Lack of Respect examples included such statements as: Disrespect for authority, open definance, rudeness, talking back, "so what," disobedience, foul language, name calling, disrupting class, general disregard for societies rules, threats, antagonizing peers.

2. Discipline-Control and Supervision examples included such statements as: Disruptive behavior in the classroom, little administrative support, no clear-cut administrative policy, fear of parents, teachers have no authority to take action, no control of discipline problems, inconsistent teacher responses.

3. Student Attitude examples included failure to accept responsibility, disobeying rules, noisy disruptive classes, no motivation, disobedience, fighting, poor ability and study habits, lackadaisical attitudes, lack of classroom attention.

4. Vandalism/Theft examples included writing on walls, breaking windows, destroying school property, stealing from other students, lockers, cafeteria, and gym.

5. Parent Teacher Cooperation examples included lack of communication, lack of support from parents and from teachers, parental apathy, school people fear parents, no discipline in the home.

6. Staff Behavior examples included teachers are too lenient, lack understanding, unfair, lack control, little training, lack of guidelines to follow, ignore problems, administrative support lacking, inconsistent.

JUNIOR HIGH SCHOOL LEVEL
Summary of Findings from the Discipline Survey

Major Student Discipline Problems

Of the 3,144 survey cards distributed to junior high schools, 2,724 cards were returned. This represents an 87% return. Citizens, students, teachers, counselors, and administrators were surveyed.

The responses regarding the most important student discipline issues were categorized and given a weighted value for first, second, and third priorities. Each category was then totaled and given a weighted value. Utilizing the weighted values, a rank order was established for the sixteen major discipline categories. (See Appendix C for data and rankings of the junior high school level responses.)

Chart 1 of this section presents the eight major discipline issues that appear to be the most important discipline problems according to each of the five groups surveyed. Each column presents the student discipline problems in rank order as deemed the most important by that particular group surveyed. Number one indicates the most important student discipline problem for that group while number eight indicates an important problem but eighth in order of their priorities. The weighted value appears in parenthesis in each of the boxes listing a major problem.

It is important to note that four groups believed that lack of respect was the most important student discipline problem in the junior high schools while students viewed smoking, drugs, and alcohol as the most important issue. Discipline-control and supervision was either second or third in order of importance for four groups while administrators considered it eighth in importance. Staff behavior was considered high among citizens, teachers, and administrators. Students considered vandalism and theft as the second serious discipline problem.

Another way of viewing how important the various categories of student discipline are is to look at the frequency with which the eight highest ranked discipline issues appear among the five groups surveyed. Chart 2 of this section presents the frequency the categories appear among the five junior high school groups surveyed.

CHART 1

JUNIOR HIGH SCHOOL LEVEL

Ranking by Weighted Value of Discipline Problems

Submitted by Responding Groups

Rank Order	Administration	Counselors	Teachers	Students	Citizens
1	Lack respect (29**)	Lack respect (31)	Lack respect (320)	Smoking-Drugs-Alcohol (324)	Lack respect (377)
2	P - T coop. (11)	Student Attitude (18)	D - C - S* (245)	Vandalism/Theft (312)	D - C - S* (318)
3	Staff behavior (10)	D - C - S* (14)	Student attitude (199)	D - C - S* (284)	Staff behavior (232)
4	Attendance (7)	P - T coop. (10)	Staff behavior (116)	Lack respect (279)	Student attitude (180)
5	Student attitude (7)	Lack parental guidance (4)	Attendance (69)	Student attitude (217)	Vandalism/Theft (171)
6	Miscellaneous (7)	Smoking-Drugs-Alcohol (3)	Miscellaneous (48)	Staff behavior (180)	Smoking-Drugs-Alcohol (155)
7	Lack parental guidance (6)	Vandalism/Theft (3)	Class size (46)	Physical abuse (135)	Other (94)
8	D - C - S* (6)	Physical abuse (2)	Lack parental guidance (39)	Attendance (128)	Attendance (85)

* Discipline-Control and Supervision
** Weighted Value

CHART 2

JUNIOR HIGH SCHOOL LEVEL

Agreement Among Respondent Groups

Of Eight Most Common Discipline Categories

Category	Number of Responding Groups Which Include
1. Lack of Respect	5
2. Student Attitude	5
3. Discipline-Control and Supervision	5
4. Staff Behavior	4
5. Attendance	3
6. Lack of Parental Guidance	3
7. Smoking, Drugs, Alcohol	3
8. Vandalism and Theft	3

EXAMPLES

Often when respondents are requested to state priorities in verbal terms, the statements are written in very broad terms. In order to help clarify the meaning of major concerns, respondents were requested to give a specific example of each of the three major discipline problems they were asked to identify. These examples were read, tallied, and listed.

An analysis of these statements will help to clarify the major student discipline issues and in turn will help to provide additional directions for the solutions to these discipline problems.

Because of the great variety of responses and the multiple number of examples given, readers will note that the examples overlap many of the sixteen major discipline categories. The focus of the examples, however, appears to maintain the categorical emphasis and does not appear to upset the integrity of the study. (See Appendix D for the complete results of the examples given from the junior high school respondents.)

The following statements attempt to summarize the examples given by junior high school groups.

1. Lack of Respect included statements such as: Disruptive behavior in school, refusing to cooperate, talking back to adults, defiance, vocal abuse of teachers and peers, refusal to do assignments, little concern for others, foul language, insubordination, little respect for others' property.

2. Student Attitude included examples of: Apathy, ignoring teacher, inattention, failure to do assignments, disregarding rules, lack interest in schools, lack of responsibility, insubordination, self-indulgence.

3. Discipline-Control and Supervision included examples such as: Poor supervision in halls, cafeteria, playgrounds, and classes; failure to communicate problems to parents; teachers lack control of classes; administrators do not take immediate action; students constantly returned to classrooms; poor follow-through; lack of support; failure to enforce the rules; difficulty of documenting problem cases; lack of parental control.

4. Staff Behavior included statements such as: Lack of classroom control, poor teacher attitude, inconsistency, lack understanding, failure to communicate, lack of administrative support, bullying, fighting allowed, poor training to handle discipline problems.

5. Attendance included such statements as: Students get away with skipping classes, tardiness, truancy, absenteeism.

6. Lack of Parental Guidance included statements such as: Parents unable to help, don't care, little concern, poor discipline in the home, poor support of children, poor cooperation, deteriorating family life.

7. Smoking, Drugs, and Alcohol included such statements as: Smoking on campus and in lavatories, drugs on campus, drug usage and availability at school.

8. Vandalism and Theft included statements such as: Defacing property, burning equipment, setting fires, breaking equipment and windows, stealing personal property from lockers, cafeteria, and gym, stealing school property.

SENIOR HIGH SCHOOL LEVEL
Summary and Findings from the Discipline Survey

Major Student Discipline Problems

Of the 3,399 survey cards distributed to senior high schools, 2,634 cards were returned. This represents a 78% return. Citizens, students, teachers, counselors, and administrators were surveyed.

The responses regarding the most important student discipline issues were categorized and given a weighted value for first, second, and third priorities. Each category was then totaled and given a weighted value. Utilizing the weighted values, a rank order was established for the sixteen major discipline categories. (See Appendix E for data and ranking of the senior high school level responses.)

Chart 1 of this section presents the eight major discipline issues that appear to be the most important discipline problems according to each of the five groups surveyed. Each column presents the student discipline problems in rank order as deemed most important by that particular group surveyed. Number one indicates the most important student discipline problem while number eight indicates an important problem but eighth in order of priorities. The weighted value appears in parenthesis in each of the boxes listing a major problem.

At the senior high school level, it is important to note that four groups thought student attendance was the most important discipline problem while the citizens believed lack of respect was the most important discipline problem. Citizens ranked attendance fourth in order of importance. Lack of respect was ranked second and third by three groups. Discipline-control and supervision was ranked second and third by two groups while students placed vandalism and theft third in order of importance. Staff behavior was high on the prioritized list of discipline problems; three groups surveyed listed this category as third and fourth in order of importance.

CHART 1

SENIOR HIGH SCHOOL LEVEL

Ranking by Weighted Value of Discipline Problems

Submitted by Responding Groups

Rank Order	Administration	Counselors	Teachers	Students	Citizens
1	Attendance (38**)	Attendance (55)	Attendance (574)	Attendance (367)	Lack respect (292)
2	Student attitude (22)	Lack respect (22)	Student attitude (299)	Student attitude (209)	D - C - S* (179)
3	Lack respect (18)	D - C - S* (16)	Lack respect (254)	Vandalism/Theft (202)	Staff behavior (160)
4	Smoking-Drugs-Alcohol (7)	Staff behavior (12)	Staff behavior (160)	Smoking-Drugs-Alcohol (194)	Attendance (131)
5	Lack parental guidance (5)	Smoking-Drugs-Alcohol (9)	D - C - S* (148)	Staff behavior (189)	Smoking-Drugs-Alcohol (125)
6	Vandalism/Theft (5)	Lack parental guidance (8)	Vandalism/Theft (94)	Lack respect (144)	Vandalism/Theft (116)
7	D - C - S* (4)	Student attitude (7)	Too much freedom (72)	D - C - S* (101)	Student attitude (107)
8	Rights & Responsibilities (legal) (3)	Miscellaneous (7)	Smoking-Drugs-Alcohol (55)	Discrimination (42)	P - T coop. (85)

* Discipline-Control and Supervision
** Weighted Value

Another way of viewing how important the various categories of student discipline are is to look at the frequency with which the highest ranked discipline issues appear among the five groups surveyed. Chart 2 of this section presents the frequency the categories appear among the five senior high school groups surveyed.

CHART 2
SENIOR HIGH SCHOOL LEVEL

Agreement Among Respondent Groups
Of the Eight Most Common Discipline Categories

Category	Number of Responding Groups Which Include
1. Attendance	5
2. Student Attitude	5
3. Lack of Respect	5
4. Smoking, Drugs, Alcohol	5
5. Discipline-Control and Supervision	5
6. Vandalism & Theft	4
7. Staff Behavior	4
8. Rights & Responsibilites (legal)	1
9. Miscellaneous	1
10. Too Much Freedom	1
11. Discrimination	1
12. Parent-Teacher Cooperation	1

EXAMPLES

Frequently, when respondents are asked to give opinions regarding a topic the answers are very broad in nature. In order to help clarify the meaning of these responses, participants were requested to give a specific example of each of the three discipline problems identified. These examples were also tallied and listed.

An analysis of these statements will help to clarify the major student discipline issues and in turn will help to provide additional directions for the solution to these discipline problems.

Because of the great variety of responses and the multiple number of examples given, readers will find some overlap among the sixteen major discipline categories. The focus of the examples, however, appear to maintain the categorical emphasis and does not appear to upset the integrity of the study. (See Appendix F for the complete results of the examples given by senior high school respondents.)

The following statements attempt to summarize the examples given by senior high school groups.

Attendance included statements such as: Skipping classes, truancy, parents find out too late, it is too easy to skip, need consistent policy regarding attendance problems, parents support absenteeism, inconsistent approach to truancy, students at school but not in classes, too much staff time wasted on attendance and tardiness, students and parents do not feel attendance is important, no one gets caught, need more punishment for skipping.

Student Attitude included statements such as: Failure to accept responsibility, lack of dress code, cheating, lack interest and motivation for schooling, poor motivation, disruptive behavior in class, defiance, necking in halls, fighting, inconsistent discipline, foul language, refusal to do school work, breaking rules, lack self-control, too many emotional problems, lack self-direction, theft, and truancy reflect attitude.

Lack of Respect included statements such as: Students challenge, defy authority, insubordination, vocal abuse, talking back, disruptive behavior, poor cooperation, teachers do not control students, deliberate walking out of class, disregard for feelings, rights, and property of others. Teachers have poor attitude, lack concern, and fail to set good examples.

Discipline-Control and Supervision included statements such as: Teachers refuse to handle discipline problems in class and halls, lack of support from principals and Central Office, teachers fear reprisals, inconsistent enforcement, little punishment is effective, wrong students disciplined, too lax in enforcement of rules, punishment not appropriate, lack self-discipline. Teachers unable to control classes.

Vandalism and Theft included such statements as: Defacing schools, writing on walls, desks, obscene pictures and language, breaking fixtures, destroying fire extinguishers, break-ins, kicking in walls, breaking windows, ripping out door handles, ripping out plumbing, sinks, radiators, breaking desks, tables, throwing paint. Painting ceilings, tearing up lawns, graffiti on walls, false

alarms, book, paintings defaced. Stealing of valuable equipment, personal property, breaking into lockers and stealing, stealing in gym, make culprits pay, punish vandals, lack of supervision, tax dollars down the drain.

Smoking, Drugs, and Alcohol included statements such as: Drinking in cans and halls, buy joints in lavatories, getting high at cons, during class breaks, on playgrounds, getting drugs at school, getting stoned at school, drugs and drinking at games, blear-eyed with drugs in class, come to school just to get stoned, health problem in lavatories (especially girls), smoking in lavatories, shakedown in lavatories, can't go to the bathroom because of people smoking, smokers block others from entering lavatories, teachers afraid to come down hard, teachers don't care, teachers too dense to know marijuana. Parents allow use of drugs and tobacco, parental apathy, smoking outside classroom doors, schools lack authority, it seems permissible at school, skip classes to make contact.

Staff Behavior included such statements as: Need direction from downtown, more backup support and follow-through, students remain in school after violations, inconsistency, poor communication, obsolete curriculum, lack of definite guidelines. Teachers do not supervise students, are not effective, have inappropriate curriculum, school too easy, too much work, inappropriate discipline measures, teachers get angry, sarcasm, teachers unreasonable, teachers lack control, teachers play favorites, teachers not strict enough, poor teachers, teachers not interested, teachers lack dedication, teachers use grades to discipline.

APPENDIX A

ELEMENTARY SCHOOL

Responses of Five Groups
Regarding Sixteen Major
Categories of Discipline Problems

DISCIPLINE STUDY

Elementary School Administration Responses

Category	Priority Rating 1st	2nd	3rd	Weighted Value	Priority Ranking
Lack of Respect	12	9	6	60	1
Lack of Parental Guidance	7	4	1	30	2
Parent-Teacher Cooperation	5	5	1	26	3
Rights & Responsibilities (legal)	5	2	4	23	4
Discipline-Control & Supervision	2	3	5	17	5
Student Attitude	2	4	3	17	5
Vandalism & Theft	1	1	3	8	7
Attendance	0	2	3	7	8
Staff Behavior	0	1	4	6	9
Physical Abuse	0	1	1	3	10
Miscellaneous	0	0	3	3	10
Smoking, Drugs, Alcohol	0	1	0	2	12
Too Much Freedom	0	1	0	2	12
Discrimination	0	0	0	0	15
External Influences	0	0	0	0	15
Class Size	0	0	0	0	15

DISCIPLINE STUDY

Elementary Counselors Responses

Category	Priority Rating			Weighted Value	Priority Ranking
	1st	2nd	3rd		
Discipline-Control & Supervision	10	12	6	60	1
Lack of Respect	13	9	0	57	2
Parent-Teacher Cooperation	2	5	6	22	3
Physical Abuse	4	1	2	15	4
Staff Behavior	1	2	8	16	5
Student Attitude	2	1	4	12	6
Vandalism & Theft	0	1	3	5	7
Class Size	1	0	1	4	8
Attendance	1	0	0	3	9
Miscellaneous	0	1	1	3	9
Lack of Parental Guidance	0	0	2	2	11
Discrimination	0	0	0	0	14
External Influences	0	0	0	0	14
Smoking, Drugs, Alcohol	0	0	0	0	14
Too Much Freedom	0	0	0	0	14
Rights & Responsibilities (legal)	0	0	0	0	14

DISCIPLINE STUDY

Elementary Teachers Responses

Category	Priority Rating			Weighted Value	Priority Ranking
	1st	2nd	3rd		
Lack of Respect	258	162	82	1,180	1
Discipline-Control & Supervision	119	136	152	781	2
Student Attitude	73	92	104	507	3
Lack of Parental Guidance	73	63	63	408	4
Parent-Teacher Cooperation	19	35	48	175	5
Rights & Responsibilities (legal)	32	24	22	166	6
Staff Behavior	18	30	37	151	7
Vandalism & Theft	6	27	37	109	8
Class Size	18	17	16	104	9
Miscellaneous	9	13	17	70	10
Physical Abuse	7	15	6	57	11
Attendance	4	7	10	36	12
Too Much Freedom	0	4	2	10	13
Smoking, Drugs, Alcohol	1	1	2	6	14
Discrimination	2	0	0	7	15
External Influences	0	1	3	5	16

DISCIPLINE STUDY

Elementary Students Responses

Category	Priority Rating			Weighted Value	Priority Ranking
	1st	2nd	3rd		
Student Attitude	72	36	41	329	1
Physical Abuse	56	45	36	294	2
Lack of Respect	36	58	51	275	3
Vandalism & Theft	38	31	36	212	4
Miscellaneous	17	43	54	191	5
Discipline-Control & Supervision	22	26	11	129	6
Staff Behavior	17	18	12	99	7
Smoking, Drugs, Alcohol	14	10	12	74	8
Attendance	1	2	3	10	9
Discrimination	2	0	0	6	10
Parent-Teacher Cooperation	1	0	0	3	11
Class Size	1	0	0	3	11
External Influences	0	1	0	2	13
Lack of Parental Guidance	0	0	0	0	15
Too Much Freedom	0	0	0	0	15
Rights & Responsibilities (legal)	0	0	0	0	15

DISCIPLINE STUDY

Elementary Citizens Responses

Category	Priority Rating			Weighted Value	Priority Ranking
	1st	2nd	3rd		
Discipline-Control & Supervision	65	33	47	308	1
Lack of Respect	56	37	28	270	2
Staff Behavior	32	44	30	214	3
Miscellaneous	23	17	20	123	4
Student Attitude	18	26	16	122	5
Vandalism & Theft	13	20	30	109	6
Physical Abuse	21	15	14	107	7
Parent-Teachers Cooperation	18	11	18	94	8
Lack of Parental Guidance	13	17	16	89	9
Attendance	5	9	10	43	10
Too Much Freedom	5	6	4	31	11
Smoking, Drugs, Alcohol	5	4	6	29	12
Rights & Responsibilities (legal)	5	4	1	24	13
Discrimination	7	1	0	23	14
Class Size	5	2	1	20	15
External Influences	0	1	0	2	16

APPENDIX B

ELEMENTARY SCHOOL

Summary of Examples
Regarding Major
Discipline Problems
From Five Groups
Surveyed

EXAMPLES: LACK OF RESPECT

		RESPONSES
ELEMENTARY ADMINISTRATORS		
1.	Disrespect for authority, open defiance, not obeying teacher	8
2.	Rudeness toward students and teachers	4
3.	Verbal abuse of teachers	3
4.	Fighting, students mistreating each other	3
5.	"Sassing" neighbors	2
ELEMENTARY COUNSELORS		
1.	Defiance, rudeness, talking back	8
2.	General disregard of society's rules	2
3.	Sassing teacher	2
4.	Idle threats of teachers	1
ELEMENTARY TEACHERS		
1.	Back talk, defiance, "so what" statement	244
2.	Vandalism, defacing property	64
3.	Fighting, verbal abuse of students to each other	55
4.	Disobedience - doesn't mind, disregard for rules	41
5.	Foul language, name calling	16
6.	Parent-teacher-student problems (child is always right to parent)	7
ELEMENTARY STUDENTS		
1.	Verbal abuse directed at teachers, no, sassing	39
2.	Talking out of turn and disrupting the class	22
3.	Fighting, pushing, chasing	14
4.	Children antagonizing each other	12
5.	Interrupting playround game - kicking the balls over the fence	11
6.	Students throwing food - shooting rubber bands at each other	11
7.	Mistreating equipment, desks, school building	7
8.	Running in the hall	3
ELEMENTARY CITIZENS		
1.	Verbal abuse of teachers, principals, back talk	59
2.	Acts of disrespect to others' property	11
3.	Not maintaining a learning atmosphere in class	5
4.	Children not taught respect at home	4
5.	Student fighting	4
6.	Respect for authority absent, adults, establishment	3
7.	Not following through with rules, punishment	3
8.	Swearing and bad language	3
9.	Lack of respect for learning	2
10.	There is no respect for the student	2

EXAMPLES: DISCIPLINE-CONTROL AND SUPERVISION

		RESPONSES
ELEMENTARY ADMINISTRATORS		
1.	Disruptive behavior - emotional outbursts	3
2.	Fighting and gang behavior	3
3.	Students try to get away with as much as they can	1
4.	Some teachers feel "discipline" should be handled by principals	1
5.	Need for all students to be involved in school program	1
6.	Lack of understanding on what disciplinary action can be taken	1
ELEMENTARY COUNSELORS		
1.	Inconsistent, inadequate teacher response	6
2.	Fighting	4
3.	Disruptive class behavior	2
4.	Meeting needs of students with a better curriculum	2
5.	Strong support from principals is necessary	2
ELEMENTARY TEACHERS		
1.	Need District policy enforced on discipline, need consistency from school to school	80
2.	Lack of support from school administration, fear of parents	64
3.	As a teacher, I have little authority to act	62
4.	Disrupting the classroom, talking, not working	59
5.	Too much "red tape", punishment is not immediate.	40
6.	One child takes up too much "teacher time", how to remove a student from the classroom?	32
7.	Lack of student self-discipline and self-motivation, students not responsible for their actions	30
8.	Conflicts with parents, social promotions	15
ELEMENTARY STUDENTS		
1.	Disruptive behavior, chewing gum, too much noise, "sassing" the teacher	21
2.	Teacher behavior, inappropriate because of a lack of teacher action, inconsistent actions, getting mad	15
3.	Fighting, throwing rocks	10
4.	Too many rules, teachers carrying paddles	3
5.	Bad language	3
ELEMENTARY CITIZENS		
1.	Permissive society, need parents to punish, teachers need more authority, can't keep kids after school, can't give hacks, can't expell	78
2.	Disruptive class behavior	19
3.	Fighting after school, at recess	7
4.	Teachers fail to discipline students, teachers look the other way	7
5.	Lack of administrative support for teachers	5
6.	Parents expect schools to discipline for them	4
7.	Need more supervision of school grounds, cafeteria	3
8.	Physical punishment in front of class may cause students to withdraw from participation in school	2

EXAMPLES: STUDENT ATTITUDE

		RESPONSES
ELEMENTARY ADMINISTRATORS		
1.	Disrespectful behavior; e.g., "I can't see why I can't do it."	2
2.	Students demand rights, ignore responsibilities	2
ELEMENTARY COUNSELORS		
1.	"Forms in triplicate"	1
2.	Disobedience	1
3.	Lying	1
4.	Class assignments not completed	1
5.	Student cliques	1
6.	Peer pressure negatively influences behavior	1
7.	Student is powerless in directing his education	1
ELEMENTARY TEACHERS		
1.	Failure to accept responsibility, late assignments, works when wants to	64
2.	Lack of self-discipline, students can't work unsupervised.	35
3.	No motivation, "don't care" attitude, must be entertained, poor self-image, no self-discipline	33
4.	Cruel, rude, fighting with peers	26
5.	Disruptive class behavior	26
6.	Disobedience, defying authority, not following rules	30
7.	"I don't want to - You can't make me" attitude	12
8.	Boredom, low self-esteem, vandalism	10
9.	Foul language	10
ELEMENTARY STUDENTS		
1.	Too noisy, disrupting class, not getting work done	41
2.	Disobeying rules, chewing gum, playground swearing and bad language	18
3.	Fighting, teasing each other, losing tempers, name calling	14
4.	Back talking the teacher, spreading rumors	13
5.	Not accepting new students	9
6.	Shooting rubber bands	8
7.	Cheating on tests	4
8.	Playground-games are unfair, too rough	3
9.	Students don't listen to the teachers	3
10.	Punishing the whole group for actions of a few	2
11.	Patrols are mean	2
ELEMENTARY CITIZENS		
1.	Inability to perform satisfactory work - poor study habits, not following instructions, not paying attention	23
2.	Discipline is too lax, students don't accept correction	11
3.	Bad language and name calling	8
4.	Talking back to adults	2
5.	Students don't care, dress standards	2

EXAMPLES: VANDALISM AND THEFT

	RESPONSES
ELEMENTARY ADMINISTRATORS	
1. Using other people's property, stealing school property	3
2. Defacing school property	2
ELEMENTARY COUNSELORS	
1. Destruction of property	3
ELEMENTARY TEACHERS	
1. Writing on walls, textbooks, breaking windows	59
2. Stealing money, pencils, stealing from students, lockers, P.E. dressing rooms	12
3. Wasting supplies - breaking new pencils	4
ELEMENTARY STUDENTS	
1. Destroying property, breaking windows, writing on walls, on books	66
2. Theft, P.E. clothes, pencils, balls, teachers' supplies	33
ELEMENTARY CITIZENS	
1. Littering, breaking windows, mistreatment of school property	29
2. Stealing: watches, tennis rackets, bicycles, gym clothes	22

EXAMPLES: PARENT-TEACHER COOPERATION

	RESPONSES
ELEMENTARY ADMINISTRATORS	
1. Lack of support from parents on school decisions	4
ELEMENTARY COUNSELORS	
1. Lack of communication of home and school	4
2. Parents say, "Fighting is okay." School says, "No fighting."	3
3. Lack of support in reinforcing the teacher	3
4. School personnel "fears" parents	2
ELEMENTARY TEACHERS	
1. Lack of parental support of teacher decisions	55
2. Lack of communication between parents and teachers	25
3. Parental apathy, parents teach children not to respect school and teachers, parent versus school expectations	20
ELEMENTARY STUDENTS (none)	
ELEMENTARY PARENTS	
1. Lack of communication, cooperation of parents and teachers	28
2. Teachers are too soft, teachers' hands are tied	3
3. Parents don't care, don't want schools to discipline students	2
4. No respect and/or discipline at home - no discipline at school	2

EXAMPLES: STAFF BEHAVIOR

	RESPONSES
ELEMENTARY ADMINISTRATORS	
1. Lack of consistency, building to building and teacher to teacher	2
ELEMENTARY COUNSELORS	
1. Teacher ignores problems, fighting, attendance	2
2. Teachers do not treat kids with respect	2
ELEMENTARY TEACHERS	
1. Lack of administrative support for teachers	26
2. Lack of control, teachers don't have the training, threats not carried out, apathy toward discipling students	24
3. Lack of consistency, lack of guidelines	18
4. Counselors not present or ineffective	2
ELEMENTARY STUDENTS	
1. Teachers yell at students (get mad at students)	14
2. Students feel teachers are unfair	10
3. Teachers are too strict, too mean	4
4. The patrols hassle the students	3
5. Teachers are too lenient	2
6. Teachers give too much work or homework	2
ELEMENTARY CITIZENS	
1. Teachers are too lenient about control in class, attendance, assignments	24
2. Lack of understanding and respect between students and teachers	14
3. Favoritism of students, expulsion, individual differences, teachers smoking, nicknaming students	12
4. Administrative support is lacking	5
5. Teachers fail to interest students in school	3

APPENDIX C

JUNIOR HIGH SCHOOL

Responses of Five Groups
Regarding Sixteen Major Categories of
Discipline Problems

DISCIPLINE STUDY

Junior High Parents Responses

Category	Priority Rating			Weighted Value	Priority Ranking
	1st	2nd	3rd		
Lack of Respect	84	46	33	377	1
Discipline-Control & Supervision	68	39	36	318	2
Staff Behavior	34	46	38	232	3
Student Attitude	22	38	38	180	4
Vandalism & Theft	24	39	21	171	5
Smoking, Drugs, Alcohol	20	30	35	155	6
Miscellaneous	16	12	22	94	7
Attendance	17	10	14	85	8
Lack of Parental Guidance	16	13	8	82	9
Class Size	7	11	6	49	10
Parent-Teacher Cooperation	5	9	15	48	11
Physical Abuse	7	6	11	44	12
Too Much Freedom	7	3	3	30	13
Rights & Responsibilities (legal)	2	5	6	22	14
Discrimination	1	2	1	8	15
External Influences	0	0	1	1	16

DISCIPLINE STUDY

Junior High Students Responses

Category	Priority Rating			Weighted Value	Priority Ranking
	1st	2nd	3rd		
Smoking, Drugs, Alcohol	60	52	40	324	1
Vandalism & Theft	45	67	43	312	2
Discipline-Control & Supervision	46	44	58	284	3
Lack of Respect	62	34	25	279	4
Student Attitude	32	39	36	210	5
Staff Behavior	28	32	32	180	6
Physical Abuse	19	26	26	135	7
Attendance	18	21	32	128	8
Class Size	19	22	16	117	9
Miscellaneous	7	5	16	47	10
Lack of Parental Guidance	5	2	2	21	11
Discrimination	2	2	5	15	12
Rights & Responsibilities (legal)	2	1	3	11	13
Parent-Teacher Cooperation	0	1	1	3	14
External Influences	0	0	0	0	15.5
Too Much Freedom	0	0	0	0	15.5

DISCIPLINE STUDY

Junior High Teachers Responses

Category	Priority Rating			Weighted Value	Priority Ranking
	1st	2nd	3rd		
Lack of Respect	68	50	16	320	1
Discipline-Control & Supervision	46	39	29	245	2
Student Attitude	39	24	34	199	3
Staff Behavior	17	14	37	116	4
Attendance	4	19	19	69	5
Miscellaneous	4	11	14	48	6
Class Size	5	11	9	46	7
Lack of Parental Guidance	5	10	4	39	8
Vandalism & Theft	4	9	8	38	9
Rights & Responsibilities (legal)	5	5	2	27	10
Smoking, Drugs, Alcohol	3	2	12	25	11
Parent-Teacher Cooperation	1	6	5	20	12
Physical Abuse	0	3	5	11	13
Too Much Freedom	0	1	2	4	14
External Influences	1	0	0	3	15
Discrimination	0	0	1	1	16

DISCIPLINE STUDY

Junior High Counselor Responses

Category	Priority Rating			Weighted Value	Priority Ranking
	1st	2nd	3rd		
Lack of Respect	8	2	3	31	1
Student Attitude	3	3	3	18	2
Discipline-Control & Supervision	1	4	3	14	3
Parent-Teacher Cooperation	0	5	0	10	4
Lack of Parental Guidance	1	0	1	4	5
Smoking, Drugs, Alcohol	0	1	1	3	6.5
Vandalism & Theft	1	0	0	3	6.5
Physical Abuse	0	1	0	2	8.5
Miscellaneous	0	0	2	2	8.5
Rights & Responsibilities (legal)	0	0	1	1	10
Discrimination	0	0	0	0	13.5
External Influences	0	0	0	0	13.5
Staff Behavior	0	0	0	0	13.5
Attendance	0	0	0	0	13.5
Too Much Freedom	0	0	0	0	13.5
Class Size	0	0	0	0	13.5

DISCIPLINE STUDY

Junior High - Administration Responses

Category	Priority Rating			Weighted Value	Priority Ranking
	1st	2nd	3rd		
Lack of Respect	8	2	1	29	1
Parent-Teacher Cooperation	2	2	1	11	2
Staff Behavior	0	3	4	10	3
Attendance	1	1	2	7	5
Student Attitude	0	3	1	7	5
Miscellaneous	1	1	2	7	5
Lack of Parental Guidance	2	0	0	6	7.5
Discipline-Control & Supervision	1	1	1	6	7.5
Smoking, Drugs, Alcohol	1	0	1	4	9
Class Size	1	0	0	3	10
Rights & Responsibilities (legal)	0	0	1	1	11.5
Physical Abuse	0	0	1	1	11.5
Discrimination	0	0	0	0	14.5
External Influences	0	0	0	0	14.5
Vandalism & Theft	0	0	0	0	14.5
Too Much Freedom	0	0	0	0	14.5

APPENDIX D

JUNIOR HIGH SCHOOL

Summary of Examples of Major Disciplinary
Problems by Five Groups

EXAMPLES: LACK OF RESPECT

	RESPONSES
JUNIOR HIGH SCHOOL ADMINISTRATORS	
1. Talking back, vocal abuse of teachers and peers, disruptions	8
2. Lack of respect for school and personal materials	3
JUNIOR HIGH SCHOOL COUNSELORS	
1. Not following directions, lack of respect for personal property, classroom defiance	13
JUNIOR HIGH SCHOOL TEACHERS	
1. Back talk, vocal abuse of teachers and peers, inattention, disruption, insubordination, foul language, disregard for school rules	80
2. Lack of respect for personal property/school	22
3. Other	29
JUNIOR HIGH SCHOOL STUDENTS	
1. Ignoring teacher, disruption, talking back, vocal abuse of teachers and peers, defiance, refusal to do assignments, foul language	80
2. Bullying, fighting, pushing, shoving	21
3. Lack of respect of others' personal property	15
JUNIOR HIGH SCHOOL CITIZENS	
1. Disruptive behavior, lack of cooperation, talking back, abusive and foul language	93
2. Student lack of concern, little concern for others, lack of respect for property	31
3. Teachers lack rapport, lack control, lack respect	26
4. Other	14

EXAMPLES: STUDENT ATTITUDES

		RESPONSES
JUNIOR HIGH SCHOOL ADMINISTRATORS		
1.	Disruptive conduct, self-indulgence, lack of ideas of value of schooling	4
JUNIOR HIGH SCHOOL COUNSELORS		
1.	Lack of responsibility, no interest, school has no meaning	6
2.	Miscellaneous	3
JUNIOR HIGH SCHOOL TEACHERS		
1.	Apathy, negative attitude toward school, neglect of homework, never come to class with materials, lack of responsibility	48
2.	Disrupting class, insubordination	28
3.	Other	25
JUNIOR HIGH SCHOOL STUDENTS		
1.	Name calling, class disturbance, snapping at teachers, foul language, apathy, little interest, boring classes, lack of responsibility	53
2.	Bullying, pushing, shoving, fighting	27
3.	Cheating	14
4.	Other	3
JUNIOR HIGH SCHOOL CITIZENS		
1.	Apathy, ignore teacher, inattention, failure to do assignments, lack of responsibility, disregard rules	56
2.	Swearing, fighting	18
3.	Lack of dress code	10

EXAMPLES: DISCIPLINE-CONTROL AND SUPERVISION

	RESPONSES
JUNIOR HIGH SCHOOL ADMINISTRATORS	
1. Difficulty of documenting discipline cases, difficulty of removing disruptive students from school, lack of parental control	3
JUNIOR HIGH SCHOOL COUNSELORS	
1. No definite guidelines, poor supervision of free time, teachers have no real means of enforcing	3
JUNIOR HIGH SCHOOL TEACHERS	
1. Administrative lack of consistency, lack of effective action, no immediate action, discipline cases constantly returned to class, lack of administrative support	70
2. Teacher inconsistency, inability to meet and correct discipline problems, failure to enforce rules, no strong hold on students in class	57
3. Other	19
JUNIOR HIGH SCHOOL STUDENTS	
1. No supervision regarding pushing, shoving, bullying, threatening others, stalking special kids	44
2. Teachers' inability to control classroom, inconsistencies, teachers' poor attitude, poor follow-through	41
3. Lack of supervision and control in classes	28
4. Other	14
JUNIOR HIGH SCHOOL CITIZENS	
1. Teacher inconsistency, fail to meet discipline problems.	70
2. Poor supervision of language, halls, cafeteria	18
3. Administrators fail to communicate, poor support of staff, little discipline, immediate action, playground and halls	17

EXAMPLES: STAFF BEHAVIOR

	RESPONSES
JUNIOR HIGH SCHOOL ADMINISTRATORS	
1. Lack of classroom discipline, inconsistency in application of corrective measures	3
JUNIOR HIGH SCHOOL COUNSELORS	
1. Lack of follow-through by teachers and administrators	3
2. Lack of teacher training	2
3. Teacher inconsistency and sarcasm	3
JUNIOR HIGH SCHOOL TEACHERS	
1. Inconsistency at class and school levels regarding consequences of poor behavior	22
2. Administration does not back teachers, breakdown of communications	17
3. Inability of teachers to handle	12
4. Counselors fail to back teachers	10
5. Lowering of standards	2
JUNIOR HIGH SCHOOL STUDENTS	
1. Teachers blame wrong students, embarrass students, call students names, inconsistent	42
2. Teachers give too much homework, not enough help with lessons, teachers are unorganized, students can't follow teachers' lessons, don't allow enough time for lesson	27
JUNIOR HIGH SCHOOL CITIZENS	
1. Poor teacher attitude, lack of understanding, prejudices, belittling, grudges and inconsistencies	73
2. Poor supervision of students	27
3. Inability to handle problems legal and otherwise	20
4. Poor communication school to home	9

EXAMPLES: ATTENDANCE

	RESPONSES
JUNIOR HIGH SCHOOL ADMINISTRATORS	
1. Absenteeism, truancy, tardiness	5
JUNIOR HIGH SCHOOL COUNSELORS	
1. Absenteeism, skipping classes, tardiness, truancy	7
JUNIOR HIGH SCHOOL TEACHERS	
1. Absenteeism, truancy, skipping classes, tardiness	42
JUNIOR HIGH SCHOOL STUDENTS	
1. Absenteeism, truancy, tardiness, skipping classes	13
JUNIOR HIGH SCHOOL CITIZENS	
1. Skipping classes, truancy, tardiness	41

EXAMPLES: LACK OF PARENTAL GUIDANCE

	RESPONSES
JUNIOR HIGH SCHOOL ADMINISTRATORS	
1. Parents not able to help children	2
JUNIOR HIGH SCHOOL COUNSELORS	
1. Parents unable to or do not know how to help their children	2
JUNIOR HIGH SCHOOL TEACHERS	
1. Deterioration of family, family attitudes and values, lack of parental support and concern	14
2. Poor atmosphere at home	5
JUNIOR HIGH SCHOOL STUDENTS	
1. Parents don't care what children do, parents don't help children	13
JUNIOR HIGH SCHOOL CITIZENS	
1. Lack of parental concern, home guidance, lack of discipline in the home, parents not supportive of school, lack of parental cooperation	36

EXAMPLES: SMOKING, DRUGS, AND ALCOHOL

	RESPONSES
JUNIOR HIGH SCHOOL ADMINISTRATORS	
1. Smoking on school grounds and in lavatories	2
JUNIOR HIGH SCHOOL COUNSELORS	
1. Smoking on campus	2
JUNIOR HIGH SCHOOL TEACHERS	
1. Smoking in lavatories, especially girls	18
2. Drugs	2
JUNIOR HIGH SCHOOL STUDENTS	
1. Smoking on campus and in lavatories	100
2. Drugs	14
3. Should allow smoking	5
JUNIOR HIGH SCHOOL CITIZENS	
1. Smoking in lavatories	51
2. Drugs on school grounds, used in school	33

EXAMPLES: VANDALISM AND THEFT

	RESPONSES
JUNIOR HIGH SCHOOL ADMINISTRATORS	
1. Defacing building, breaking windows	2
JUNIOR HIGH SCHOOL COUNSELORS	
1. Deliberate breaking and destruction of property	1
JUNIOR HIGH SCHOOL TEACHERS	
1. Defacing, damaging property, breaking, burning equipment	17
2. Stealing school materials, personal property from lockers, cafeteria	6
JUNIOR HIGH SCHOOL STUDENTS	
1. Defacing, damaging property	97
2. Stealing	71
JUNIOR HIGH SCHOOL CITIZENS	
1. Defacing, damaging property, setting fires	50
2. Stealing from lockers	41

APPENDIX E

SENIOR HIGH SCHOOL

Major Discipline Categories
and Responses of Five
Senior High School Groups Surveyed

DISCIPLINE STUDY

Senior High Counselors Responses

Category	Priority Rating			Weighted Value	Priority Ranking
	1st	2nd	3rd		
Attendance	17	1	2	55	1
Lack of Respect	1	7	5	22	2
Discipline-Control & Supervision	2	4	2	16	3
Staff Behavior	2	1	4	12	4
Smoking, Drugs, Alcohol	0	3	3	9	5
Lack of Parental Guidance	2	1	0	8	6
Student Attitude	0	3	1	7	7.5
Miscellaneous	1	2	0	7	7.5
Vandalism & Theft	0	1	4	6	9
Parent-Teacher Cooperation	1	0	1	4	10.5
External Influences	0	2	0	4	10.5
Too Much Freedom	0	1	1	3	12
Class Size	0	0	1	1	13
Discrimination	0	0	0	0	15
Rights & Responsibilities	0	0	0	0	15
Physical Abuse	0	0	0	0	15

DISCIPLINE STUDY

Senior High Students Responses

Category	Priority Rating			Weighted Value	Priority Ranking
	1st	2nd	3rd		
Attendance	79	46	38	367	1
Student Attitude	29	38	46	209	2
Vandalism & Theft	30	43	26	202	3
Smoking, Drugs, Alcohol	30	36	32	194	4
Staff Behavior	28	33	39	189	5
Lack of Respect	29	19	19	144	6
Discipline-Control & Supervision	20	15	11	101	7
Discrimination	7	7	7	42	8
Miscellaneous	6	6	9	39	9
Physical Abuse	3	3	0	15	10
Too Much Freedom	2	4	0	14	11
Rights & Responsibilities (legal)	1	3	3	12	12
Lack of Parental Guidance	0	2	2	6	13
Parent-Teacher Cooperation	1	1	0	5	14
Class Size	0	2	0	4	15
External Influences	0	1	0	2	16

DISCIPLINE STUDY

Senior High Teachers Responses

Category	Priority Rating			Weighted Value	Priority Ranking
	1st	2nd	3rd		
Attendance	126	79	38	574	1
Student Attitude	44	54	59	299	2
Lack of Respect	43	48	29	254	3
Staff Behavior	28	22	38	166	4
Discipline-Control & Supervision	30	18	22	148	5
Vandalism & Theft	7	25	23	94	6
Too Much Freedom	12	13	10	72	7
Smoking, Drugs, Alcohol	1	19	14	55	8
Miscellaneous	9	7	10	51	9
Lack of Parental Guidance	4	9	8	38	10
Rights & Responsibilities (legal)	5	2	7	26	11
Discrimination	0	4	4	12	12
Parent-Teacher Cooperation	0	2	6	10	13
Class Size	0	1	4	6	14.5
Physical Abuse	1	1	1	6	14.5
External Influences	0	1	3	5	16

DISCIPLINE STUDY

Senior High Parents Responses

Category	Priority Rating			Weighted Value	Priority Ranking
	1st	2nd	3rd		
Lack of Respect	70	30	22	292	1
Discipline-Control & Supervision	32	32	19	179	2
Staff Behavior	18	34	38	160	3
Attendance	24	22	15	131	4
Smoking, Drugs, Alcohol	19	20	28	125	5
Vandalism & Theft	17	22	21	116	6
Student Attitude	12	21	29	107	7
Parent-Teacher Cooperation	18	13	5	85	8
Too Much Freedom	15	15	8	83	9
Miscellaneous	11	10	19	72	10
Lack of Parental Guidance	8	5	11	45	11
Rights & Responsibilities (legal)	7	5	2	33	12
Discrimination	2	5	4	20	13.5
External Influences	3	5	1	20	13.5
Physical Abuse	2	2	3	13	15
Class Size	1	2	2	9	16

DISCIPLINE STUDY

Senior High Administration Responses

Category	Priority Rating			Weighted Value	Priority Ranking
	1st	2nd	3rd		
Attendance	12	1	0	38	1
Student Attitude	5	2	3	22	2
Lack of Respect	0	8	2	18	3
Smoking, Drugs, Alcohol	0	2	3	7	4
Lack of Parental Guidance	1	1	0	5	5.5
Vandalism & Theft	0	0	5	5	5.5
Discipline-Control & Supervision	0	1	2	4	7
Rights & Responsibilities (legal)	0	1	1	3	8
Staff Behavior	0	1	0	2	10
Too Much Freedom	0	0	2	2	10
External Influences	0	1	0	2	10
Discrimination	0	0	0	0	13.5
Parent-Teacher Cooperation	0	0	0	0	13.5
Class Size	0	0	0	0	13.5
Physical Abuse	0	0	0	0	13.5
Miscellaneous	0	0	0	0	13.5

APPENDIX F

SENIOR HIGH SCHOOL

Summary of Examples
Regarding Major Discipline Problems
from Five Groups Surveyed

EXAMPLES: ATTENDANCE

	RESPONSES
SENIOR HIGH SCHOOL ADMINISTRATORS	
1. Students and parents do not feel attendance at school is important	7
2. Too much staff time is wasted on attendance and tardies	3
3. No examples	3
SENIOR HIGH SCHOOL COUNSELORS	
1. Skipping classes	13
2. No District policy on attendance, inconsistent approach for truancy	4
3. Students on campus but not in classes	3
SENIOR HIGH SCHOOL TEACHERS	
1. Students are absent, truant, skipping, tardy to classes	163
2. There is no consistent District policy on attendance problems	44
3. Absent students cause additional supervisory work, get behind in lessons	29
4. Parents support student absenteeism	12
SENIOR HIGH SCHOOL STUDENTS	
1. Skipping classes, tardies	135
2. Skipping is easy, no one gets caught, should be more punishment	28
SENIOR HIGH SCHOOL CITIZENS	
1. Skipping classes, truancy	49
2. Parents find out too late children absent	8
3. It is too easy to skip	5

EXAMPLES: STUDENT ATTITUDE

	RESPONSES
SENIOR HIGH SCHOOL ADMINISTRATORS	
1. Students fail to accept responsibility for their education, fail to turn in assignments	3
2. Students lack self-control, self-direction, poor self-concept	6
3. Emotional handicaps	1
4. Poor attitude demonstrated by truancy and theft	1
SENIOR HIGH SCHOOL COUNSELORS	
1. Students lack responsibility, everything else is more important than school	3
2. Absenteeism and tardies reflect attitude	1
SENIOR HIGH SCHOOL TEACHERS	
1. Students refuse to do assignments, bring materials to class, tardies, absenteeism	49
2. Lack of interest in school, lack values, lack goals	49
3. Disruptive behavior, breaking rules, talking back, defiance	48
4. Cheating	12
SENIOR HIGH SCHOOL STUDENTS	
1. Disruptive behavior in class, talking back to teachers, not turning in assignments	54
2. Unacceptable behavior, necking in halls, bad language	29
3. Lack of interest in school, no motivation, boring classes	26
4. Inconsistent discipline by teachers and administrators	7
SENIOR HIGH SCHOOL CITIZENS	
1. Students fail to accept the responsibility of going to school, fail to study	25
2. Poor conduct, cheating, talking back to teachers, fighting, swearing, cliques	20
3. Lack dress code	9

EXAMPLES: LACK OF RESPECT

	RESPONSES
SENIOR HIGH SCHOOL ADMINISTRATORS	
1. Challenge, defy authority	5
2. Insubordination, lack of concern for others	5
SENIOR HIGH SCHOOL COUNSELORS	
1. Disrupting class, vocal abuse of teachers, threating others, harassment, unwillingness to accept rules, poor cooperation	14
SENIOR HIGH SCHOOL TEACHERS	
1. Resisting teacher, poor attention in class, disrupting class, back talk, walking out on performances, rudeness, cat calling, verbal abuse, constant challenge teacher, daily conflict with teacher	77
2. Disregard for feeling, rights, and property of others, throwing things in class, vandalism	23
3. Lack of motivation, interest, preparation	19
SENIOR HIGH SCHOOL STUDENTS	
1. Disrupting class, interruptions, hard to learn or understand, smart mouthing teachers, lack of cooperation, refusing to do assignments, students (some) don't care, antagonize teachers, mocking teacher, rude to teachers and guest speakers, sleeping in class	53
2. Teachers cannot control classes, not understanding, not listening to students, teachers put down punishing all for violations of few, don't take teachers' threats seriously	12
3. Vandalism to school property	2
SENIOR HIGH SCHOOL CITIZENS	
1. Students disrupt class, cheat, talking back to teachers, vulgarity, arrogance ("make me"), harassment of teacher, vocal abuse of teacher, throw materials in class	53
2. Teachers lack motivation, don't care, lack classroom control, fail to see good examples, lack concern	31
3. Discipline begins in the home, lack of parent cooperation, lack of home concern, lack of home support	22
4. Disregard feelings, rights, and responsibilities of others	19

EXAMPLES: SMOKING, DRUGS, ALCOHOL

	RESPONSES
SENIOR HIGH SCHOOL ADMINISTRATORS	
1. Parental apathy, parents allow	4
2. Smoking on campus and lavatories	1
SENIOR HIGH SCHOOL COUNSELORS	
1. Smoking in lavatories, outside doorways, sent to office and returned, no control of school building or campus, no policy to police problem	6
SENIOR HIGH SCHOOL TEACHERS	
1. Smoking in halls, outside classroom campus, lavatories (especially girls), walk out of classroom to smoke	19
2. Open drinking at school, kids come stoned to class, kids reek of marijuana, narcotics everywhere, kids dazed in class	13
3. Poor backing by administration	2
SENIOR HIGH SCHOOL STUDENTS	
1. Smoking in lavatories, girls block others from using, smoking in girls' lavatories ridiculous, lavatories dangerous to health, no room to go to the bathroom because of smokers, lavatories filthy, shakedown and robbery in lavatories	63
2. Drugs in lavatories, drinking in "cans," able to buy joints in lavatories, kids get high at cons, during class breaks, get stoned on campus, get drugs at school, just come to school to get high, family pets killed by giving drugs	28
3. Teachers too dense to see kids stoned in class, teachers smell but do nothing, ruins school, kids getting away with smoking pot, teachers unconcerned	8
SENIOR HIGH SCHOOL CITIZENS	
1. I've seen students intoxicated at school, drinking at games, overdoses of drugs, kids stoned and blear-eyed in class	28
2. Smoking, smoking in lavatories	14
3. Parents don't care, schools lack authority to handle, it seems permissible to use drugs, students skip class to make contact, need severe punishment, no expulsions, creates health problems	14

EXAMPLES: DISCIPLINE-CONTROL AND SUPERVISION

	RESPONSES
SENIOR HIGH SCHOOL ADMINISTRATORS	
1. Teachers refuse to handle problems in classrooms and halls	1
2. Lack of support by Central Office	1
3. Inconsistent discipline	1
SENIOR HIGH SCHOOL COUNSELORS	
1. Inconsistent guidelines for enforcement	6
2. Need positive attitude toward constructive discipline	1
3. Poor student control	1
SENIOR HIGH SCHOOL TEACHERS	
1. Teachers unable to control students, what punishment is effective for high school students	42
2. Administration lacks consistent way of handling discipline	21
3. Other	7
SENIOR HIGH SCHOOL STUDENTS	
1. Enforcement of discipline rules too lax, the wrong students are punished	38
2. Disruptive behavior hurts classes	8
SENIOR HIGH SCHOOL CITIZENS	
1. Discipline measures are inconsistent, punishment is inappropriate, teachers have no authority, disruptive behavior goes unpunished	70
2. Students need to develop self-discipline	10
3. Student and parents should determine discipline	10

EXAMPLES: VANDALISM AND THEFT

	RESPONSES
SENIOR HIGH SCHOOL ADMINISTRATORS	
1. Defacing school and personal property	4
2. Locker thefts	2
SENIOR HIGH SCHOOL COUNSELORS	
1. Writing on walls, breaking fixtures, rip out plumbing, break windows, larceny	4
2. Theft from lockers and gym	2
SENIOR HIGH SCHOOL TEACHERS	
1. Carving desks, break-ins, lighting fires, kicking walls in, breaking mirrors and windows, destroying books and paintings, breaking desks and tables, constant attack on building, mutilate equipment, rip out door handles, obscene pictures and language on walls, turning on gas jets	46
2. Stealing property, student projects, stealing personal property	9
SENIOR HIGH SCHOOL STUDENTS	
1. Damaging teachers' equipment, graffiti on walls and desks and ceilings, tearing up lawns, breakage of windows and walls, bathroom fixtures ripped out	65
2. Breaking into lockers and stealing personal property, stealing school equipment, stealing fire extinguishers	26
3. School is a mess, littering, kids need pride in their school	7
SENIOR HIGH SCHOOL CITIZENS	
1. Kicking holes in walls, ripping up classrooms and lavatories, false alarms, break-ins, breaking windows, throwing paint everywhere, destroying book , littering	41
2. Stealing personal property, stealing valuable school equipment, raiding neighbors' yards	11
3. Should punish vandals, teachers lack concern, students lack supervision, tax dollars going down the drain	7

EXAMPLES: STAFF BEHAVIOR

	RESPONSES
SENIOR HIGH SCHOOL ADMINISTRATORS	
1. Need for more direction	1
SENIOR HIGH SCHOOL COUNSELORS	
1. More support and follow-through needed	3
2. Teachers attitude and accountability lacking	3
3. Students remain in school after stealing, etc.	1
SENIOR HIGH SCHOOL TEACHERS	
1. Lack definite guidelines, lack communication, lack of administrative support	41
2. Teachers inconsistent, have poor methodology, lack means of disciplining students, are not effective, poor curriculum, no supervision of students, poor motivation	24
3. Students lack supervision, take advantage of teachers	17
SENIOR HIGH SCHOOL STUDENTS	
1. Teachers too easy, curriculum inappropriate, boring classes, teachers' methods poor, assignments aren't demanded	27
2. Inappropriate discipline measures, teachers get angry, sarcasm, inconsistent, little teacher understanding	24
3. Poor communication between student and teacher, teachers are unreasonable, students not treated as equals	23
4. Teachers lack control of classes, too easy regarding discipline and truancy, teachers have favorite students	
SENIOR HIGH SCHOOL CITIZENS	
1. Teachers aren't strict enough, classes not challenging or appreciated, inconsistent, handling of disruptive behavior	30
2. Poor teachers, not interested in students, teachers not dedicated, teachers take it out on students	26
3. Student interest and motivation lacking if teachers don't present "good classes"	26
4. Using grades to discipline, inappropriate punishment of students, physical force	7

APPENDIX G

Total Number of Responses
According to Groups Surveyed

DISCIPLINE STUDY
TOTAL NUMBER OF RESPONSES

	GROUPS SURVEYED	NO. DISTRIBUTED	NO. RETURNED	PERCENT
1.	ELEMENTARY CITIZENS	1563	936	60%
	JUNIOR HIGH CITIZENS	1089	990	91%
	SENIOR HIGH CITIZENS	1269	777	61%
	SUB-TOTAL	3921	2703	69%
2.	ELEMENTARY STUDENTS	831	831	100%
	JUNIOR HIGH STUDENTS	1080	1035	96%
	SENIOR HIGH STUDENTS	810	795	98%
	SUB-TOTAL	2721	2661	97%
3.	ELEMENTARY TEACHERS	1923	1917	99%
	JUNIOR HIGH TEACHERS	867	606	70%
	SENIOR HIGH TEACHERS	1173	930	79%
	SUB-TOTAL	3969	3453	87%
4.	ELEMENTARY COUNSELORS	120	102	85%
	JUNIOR HIGH COUNSELORS	57	42	73%
	SENIOR HIGH COUNSELORS	93	78	84%
	SUB-TOTAL	270	222	82%
5.	ELEMENTARY ADMINISTRATORS	105	102	97%
	JUNIOR HIGH ADMINISTRATORS	51	51	100%
	SENIOR HIGH ADMINISTRATORS	54	54	100%
	SUB-TOTAL	210	207	98%
	TOTAL RESPONSES	11091	9246	83%